 Office of General Education A-218C

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Pathways Learning Outcomes Syllabi Assessment Report, Fall 2021 - Draft



# Purpose

The purpose of this project was to follow up on the syllabi assessment activity conducted in Spring 2020, examining if Pathways learning outcomes and activities/assignments related to them are included in course syllabi. After the Spring 2020 assessment, and at the urging of Central Office, the CLAS Chair communicated to all departmental Chairs the importance of Pathways outcomes in course syllabi.

**Methodology**

Pathways syllabi from all categories were collected. All syllabi, except for FIQWS and composition (which were outstanding last time), were evaluated.

# Assessment Findings

Sixty (60) syllabi were evaluated. Overall, most of the syllabi contain Pathways information and activities/assignments related to them, however, differences continue between categories. As before, courses with an appointed departmental coordinator result in best/standardized syllabi (in terms of outcomes). Some improvements are noted in comparison to the previous assessment (Anthropology and International Studies standardizing learning outcomes for their Pathways syllabi), but issues remain: Science did not always include collaborative lab activities, Math did not submit syllabi, and some courses have been focusing primarily on disciplinary content and missing broad General Education outcomes.

**The Fixed Core**

**English Composition**: not evaluated this round; they have prescribed departmental outcomes, which are compatible with Pathways outcomes are included in all syllabi.

**Math and Quantitative Reasoning:** not submitted.

**Life and Physical Sciences:** EAS 104 states Pathways outcomes clearly and a range of activities/assignments that address them. CHEM 110 states all Pathways outcomes but course activities focus primarily on content knowledge (related to outcome #1), four outcomes dealing with laboratory experience are not addressed. Bio 10004 includes laboratory activities, however, it is not clear that any of them are collaborative or include laboratory reports.

**The Flexible Core**

Many syllabi include the “Gen Ed statement”, such as:

***General Education Information***

*As part of the College’s General Education Curriculum, this course is designed to enhance your understanding of artistic issues and how they are studied. Students successfully completing this course will develop the following proficiencies:*

*•Oral and written communication skills - Students will produce well-reasoned written or oral arguments using evidence to support conclusions.*

*•Critical thinking skills - Students will evaluate evidence and arguments critically or analytically. •Information literacy - Students will gather, interpret, and assess information from a variety of sources and points of view.*

*•Artistic/Creative expression proficiency – Students will identify and apply the fundamental concepts and methods of architectural history in order to explore creative expression.*

This addresses four out of six expected Pathway outcomes and is present in many submissions. The challenge for some was including two more Pathways outcomes, as is required.

WCGI syllabi, both literature-focused and history-focused, are excellent as are those from the Creative Expression category and Philosophy. Courses in the IS and USED category mostly focus on content knowledge and miss some of the broad outcomes. No Scientific World syllabi were submitted.

**Conclusion/Discussion**

While some improvements were made compared to Spring 2020 study, more can be done. Courses with multiple sections and a steady course coordinator continue to do a good job standardizing the learning outcomes and ensuring they are aligned with Pathways expectations. The College will continue with its efforts in reaching out to Chairs and faculty every semester and disseminating Gen Ed information.

**Recommendations**